

# Aspire Academy Trust



## Pupil Premium Policy

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Approved by: Aspire Board of Trustees

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### Revision Log (last 5 changes)

Date	Version No	Brief detail of change
16.9.20	2	Scheduled review/update

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## **Policy Aims and Objectives**

The purpose of the policy is to:

- Outline how Aspire Academy Trust will ensure pupil premium is spent to maximum effect. Each Academy website publishes an annual Pupil Premium Strategy Statement. The Trust Board remains accountable to ensure Pupil Premium is spent for its intended use, monitoring and impact are reviewed as per the Trusts' Scheme of Delegation.
- Ensure the context of individual academies and the areas for focus are taken into account.

## 1. Ethos Statement

Aspire Academy Trust offers a positive, safe learning environment for its learning community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence, self-discipline and resilience amongst our pupils.

Everyone within the Trust has an important role to play in sharing responsibility for the development of positive behaviour, outcomes and attitudes.

## 2. Background

- The pupil premium (PP) is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.
- Aspire academies have high aspirations and ambitions for our children, and we believe that no child should be left behind.
- We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure.
- We are determined to ensure that our children are given every chance to realise their full potential.

## 3. Context

- When making decisions about using PP funding, it is important to consider the context of the individual academy and the specific challenges faced.
- Common areas of focus across Aspire academies include:
  - ❖ Development of speaking and listening skills on entry to the school
  - ❖ Enhancing parental engagement
  - ❖ Building on language development
  - ❖ Raising expectations and aspirations
  - ❖ Building levels of independence, resilience and self-regulation
- All Aspire academies, as part of their PP provision, will:
  - ❖ Analyse the individual needs of each child and identify his/her barriers to learning
  - ❖ Ensure that support staff and class teachers communicate regularly
  - ❖ Provide extensive support for parents to develop their own skills, support their children's learning, and manage in times of crisis
  - ❖ Recognise and build on children's strengths

## 4. Key Principles

By following the key principles below, we believe we can maximise the impact of our PP spending.

- **Building belief**

**The Aspire Trust will provide a culture where:**

- ❖ Staff believe in ALL children
- ❖ There are “no excuses” made for underperformance
- ❖ Staff adopt a “solution-focused” approach to overcoming barriers
- ❖ Staff support children to develop “growth” mind-sets towards learning

- **Analysing Data**

We will ensure that all academies will have a PP Champion. This person will be involved in the analysis of data in their own academy so that they are fully aware of strengths and weaknesses across the school.

We will consider research (such as the Sutton Trust Toolkit and Education Endowment Fund) to support us in determining the strategies that will be most effective.

Aspire Academies will use a variety of the following approaches as part of their PP provision:

- ❖ Meta-cognitive and self-regulation strategies
- ❖ Effective feedback practices
- ❖ Peer tutoring
- ❖ Oral language interventions
- ❖ Homework
- ❖ One-to-one tuition

To identify pupils, we will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data who receive PP funding
- ALL staff are aware of the needs of our vulnerable children
- All PP children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just academic or lower attaining pupils)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if”

- **Improving Teaching and assessment**

We will continue to ensure that **all** children across the Trust consistently receive at least good teaching and learning using our academy improvement programme to:

- ❖ Set high expectations
- ❖ Address any within-academy or cross academy variance
- ❖ Ensure consistent implementation of the non-negotiables, e.g. high quality feedback
- ❖ Share good practice within the academy and draw on external expertise

- ❖ Provide high quality CPD
- ❖ Improve the accuracy of assessment through joint moderation

To increase learning time, we will maximise the time children have to “catch up” through:

- ❖ Improving attendance and punctuality
- ❖ Providing earlier intervention (KS1 and EYFS)
- ❖ Enhancing transition with pre-school providers
- ❖ Providing early morning and after school support (where appropriate)

- **Individualising support**

Aspire will ensure that each academy has an identified PP Champion. This person will liaise with the designated senior leader responsible for PP funding in each academy and work closely with the core academy champion.

The academy PP champion will ensure additional support provided in their academy is effective by:

- ❖ Analysing the individual needs of each child and identifying their barriers to learning
- ❖ Ensuring additional support staff and class teachers communicate regularly
- ❖ Using team leaders to provide high quality interventions across their phases
- ❖ Matching the skills of the support staff to the interventions they provide
- ❖ Working with other agencies to bring in additional expertise
- ❖ Providing academy/home support
- ❖ Providing extensive support for parents
- ❖ Tailoring interventions to the needs of the child (e.g. targeted maths revision sessions in the afternoons for children who struggle in the main lesson)
- ❖ Recognising and building on children’s strengths to further boost confidence

Each hub has a ‘PP champion’ who is the team leader for the individual champions from each academy. The hub PP champion will disseminate information to individual academy champions and attend all the network meetings. They will be consulted in the devising of new policies and procedures, quality assurance and training.

### **Going the extra mile**

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing, completely individualised interventions for set periods of time to support children in times of crisis.

## **5. Monitoring and evaluation**

We will ensure that:

- ❖ A wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies, and staff, parent and pupil voice
- ❖ Assessment data is collected regularly so that the impact of interventions can be monitored closely
- ❖ Assessments are moderated to ensure they are accurate

- ❖ Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- ❖ Regular feedback about performance is given to children and parents
- ❖ Interventions are adapted or changed rapidly if they are not working
- ❖ Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- ❖ A designated member of the leadership team maintains an overview of PP spending
- ❖ The Trust Board remains accountable to ensure Pupil Premium is spent for its intended use, monitoring and impact are reviewed as per the Trusts' Scheme of Delegation

## 6. Reporting

When reporting about PP funding each Aspire Academy will produce a personalised strategy document. It will include:

- ❖ information about the context of the academy
- ❖ objectives for the year
- ❖ reasons for decision making
- ❖ analysis of data
- ❖ use of research
- ❖ nature of support and allocation
- ❖ learning in the curriculum
- ❖ social, emotional and behavioural issues
- ❖ enrichment beyond the curriculum
- ❖ families and community
- ❖ an overview of spending
- ❖ total PP received, total PP spent and total PP remaining
- ❖ a summary of the impact of PP
- ❖ performance of PP pupils (compared to non-PP children)
- ❖ other evidence of impact e.g. Ofsted, Accreditations
- ❖ case studies (pastoral support, individualised interventions)
- ❖ implications for PP spending the following year

Leaders will consider the information provided by each academy and will ensure that there is an annual strategy statement to the parents on the academy website outlining how the funding has been used to improve outcomes for pupils eligible for PP. This task will be carried out in line with the requirements published by the Department for Education.

## 7. Covid – 19 Response

Each Academy will adhere to DfE, EEF, Local Authority and Aspire Academy Trust guidance in response to COVID -19. This response will be outlined in each individual Academy's Pupil Premium Statement.